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CBSE 7201T

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Instructor: Dr. Sharon A. O’Connor-Petruso

**Assignment #3**

**Statement of the Problem:**

There is no secret that English Language Learners (ELL), especially students with different kinds of learning disabilities have difficulty with fluency and reading comprehension.

My interest in this topic grew and evolved over many years. I have been in many situations where I have observed students of different ages and reading levels having similar problems with comprehension of texts and material. We know that reading comprehension is a crucial skill that must be developed and mastered by students because all major school and State tests are based on understanding of different texts. Fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. It [fluency] is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems.

In this research, it will be measured how the the assisted reading approach affects fluency and reading comprehension for beginner learners of English language (**Independent variable**).

**Hypothesis:**

The assisted instruction given in form of the repeated out-loud reading or audio-assisted reading, three times for 35 minutes over two months will improve both fluency and reading comprehension of a group of 15 third grade ELL students at the local public school in Brooklyn.

The results and effects of the intervention will be measured in form of the series of tests:

* pre-test to measure initial abilities of student to read fluently and comprehend texts;
* mid-test to measure and modify the instruction if necessary;
* post-test to measure students' fluency and reading comprehension after intervention.